



YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	Gautam Buddha Teachers' Training College Hazaribag
• Name of the Head of the institution	Dr. Arvind Kumar Yadav
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9458234455
• Mobile No:	7870342624
• Registered e-mail ID (Principal)	gbttchazaribag@gmail.com
• Alternate Email ID	pramodprsd089@gmail.com
• Address	Mukundganj, Behind Mahendra Nexgen Showroom, NH-33, Babhanway, Hazaribag
• City/Town	Hazaribag
• State/UT	Jharkhand
• Pin Code	825302
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Rural				
• Financial Status	Self-financing				
• Name of the Affiliating University	Vinoba Bhave University, Hazaribag				
• Name of the IQAC Co-ordinator/Director	Dr. Pramod Prasad				
• Phone No.					
• Alternate phone No.(IQAC)					
• Mobile (IQAC)	7870342624				
• IQAC e-mail address	pramodprsd089@gmail.com				
• Alternate e-mail address (IQAC)	pramodprsd089@gmail.com				
3.Website address	http://gbttc.org/				
• Web-link of the AQAR: (Previous Academic Year)	No				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://gbttc.org/				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.16	2022	12/04/2021	11/04/2027
6.Date of Establishment of IQAC			05/04/2021		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	05	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
Introduction of some more integrated courses		
Enhancing academic excellence.		
Development of skills of the students by inculcating core values among fur them by imparting value-based education.		
Enhancement of social compatibility of the students by giving better opportunity of social interaction through activities of NSS and the like.		
Enhancement of infrastructural facilities.		
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		

Plan of Action	Achievements/Outcomes
1. Organization of National Level Academic Programme	Organised National Level Webinar on National Education Policy and Lecture Series on Different paradigms of Education
2. Preparation of AQAR	Prepared AQAR
3. Orientation Programme for all newly admitted students	All Newly admitted students were oriented about the B.Ed. Programme
4. Add on Programme for Curriculum enrichment	Add on Programme organized on Personality Development

13. Whether the AQAR was placed before statutory body?	Yes
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Internal Quality Assurance Cell	15/07/2022

14. Whether institutional data submitted to AISHE
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Year	Date of Submission
2022	12/01/2022

15. Multidisciplinary / interdisciplinary
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Gautam Buddha Teachers' Training College Hazaribag organized a National Seminar "On the Role of National Education Policy-2020 in the Re-innovation of India" under IQAC on 16th & 17th December-2022.

The scope of the Seminar is broad-based and deep. The theme of the topic are:-

- Vision of National Education Policy-2020
- Impotence of National Education Policy-2020
- Major reforms on National Education Policy.
- Place of Vocational Education in NEP.
- Role of NEP-2020 in the field of science and technology.
- Role of NEP-2020 female Education and empowerment.

National Education policy 2020 is based on the logical focus- why education, what education and how education- NEP 2020 is based on psychology so, it gives attention from individual human development to the whole society. NEP 2020 will provide quality education at every level for the development of science and technology. NEP 2020 will produce highly educated and valued citizens. If it is implemented properly. Its result will be faithful our new generation.

16.Academic bank of credits (ABC):

Gautam Buddha Teachers' Training College Hazaribag does not permit its beamers to avail the benefit of multiple entries and exit during the chosen program as it is not registered under the ABC (Academic Bank of Credits)

17.Skill development:

Gautam Buddha Teachers' Training College Hazaribag participated in the weber meet program organized at state level on the "Eradication of Drug addiction" Student-teacher of B.Ed. Session 2020-22 and 2021-23 participated in it along with all faculty members.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Gautam Buddha Teachers' Training College Hazaribag organized a National Seminar "On the Role of National Education Policy-2020 in the Re-innovation of India" which encourage the student to teach in their own mother-tongue and aware them about their auteur and creed.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Gautam Buddha Teachers' Training College Hazaribag has sent the students for practice of teaching for uponphs which develops the various skill i.e- reading, Writing, Speaking, Waddling the students, taking online class etc. which will be very useful for their future life and it also focuses on the outcome base education.

20.Distance education/online education:

There is no facility for distance education but online education is provided during the COVID period and all students are provided with the online facilities regarding library, notes & classes to as per the need.

Extended Profile

2.Student

2.1	100
Number of students on roll during the year	
File Description	Documents
Data Template	View File
2.2	100
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	60
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	95
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	95
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	100
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

4. Institution

4.1	4321217.28
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	25
Total number of computers on campus for academic purposes	

5. Teacher

5.1	16
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	16
Number of sanctioned posts for the year:	

Part B**CURRICULAR ASPECTS****1.1 - Curriculum Planning**

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The Institution adheres to the curriculum laid down by the affiliating University and prepares a well planned month wise year planner at the beginning of each academic session. These planners are distributed to all the students at the beginning of each academic session. For the B.Ed. departments there is Board of Studies who designs the curriculum. The panel comprises of some senior in-house faculties along with some eminent academicians in the relevant area. Year planners are also prepared in this case after the framing of the syllabus and are distributed to all the

students at the beginning of each academic session. The Principal takes feedback of the departmental meetings about the even distribution of syllabi amongst all the faculty members and ensures timely completion of the assigned syllabus.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

C. Any 3 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	No File Uploaded
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme

C. Any 2 of the Above

Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://gbttc.org/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

02

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	http://gbttc.org/assets/upload/notice/Acadmic%20Calender.pdf

1.2.2 - Number of value-added courses offered during the year

05

1.2.2.1 - Number of value-added courses offered during the year

05

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

90

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

90

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

One of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

The Institution integrates issues relevant to Gender, Human Values and Sustainability through Co-Curricular Activities which are carried out by various functionaries of the college. As a part of Self-defence and Self-respect the Women Empowerment Cell of the College carried out training programme for students. In celebration of International Women's Day, 8th March 2022, the Women Empowerment Cell organized programme with special guests. The college observed Environment Day on 5th June 2022 and organized online Poster Completion. Sensitizing programme on e-Waste Management was conducted on 17th September 2022. To safeguard Human Values support students from all aspects the Students' Grievance Cell is created. The cell address the issues related to the Students' Grievance as and when reported.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

Anything that distinguishes people from one another in reference to diversity. Race, ethnicity, gender, sexual orientation, socioeconomic status, ability, age, religious belief and political belief are all factors. You are not doing your job if you neglect the problem of diversity in the classroom and choose not to encourage diversity in your school. Since students attend school to be prepared for the workforce, educators must effectively discuss and accept the realities of living and working in a diverse school, culture and world. Diversity in the classroom not only improves social skills, but it can also effect academic performance. It enhances critical thinking abilities and boosts academic self-assurance.

Students come from various school system boards like Central board of Secondary Education, State board and they share their experiences among the students about their evaluation process and all.

Internet has gives opportunity to learn about the world and the current system has become local to global and global to local that is global.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The college is taking a student-centered approach to impart the education, which focuses on the students' needs. The college uses

and encourages active learning, cooperative learning and inductive teaching and learning approaches such as inquiry-based learning, problem-based learning, project-based learning and exploration learning. Its goal is to promote within and outside the school, collaborative community learning; Student study and discovery on their own; This introspection aids future teachers in examining their own beliefs and learning how they will effect their future work with families.

Students are getting opportunities during internship to familiar with the nature and work related to their profession. School engagement activities like case study, action research, survey related to community and writing reflective journals are kept in syllabus to get varied and rich knowledge about professional field.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

Four of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Feedback not collected

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year

100

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

50

2.1.2.1 - Number of students enrolled from the reserved categories during the year

50

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	View File

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

02

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

02

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

There are many ways to assess the learning levels of the students by the Institute at the time of commencement of the programme, students enrolled are categorised as slow and advance learners on their entrance test conducted by the department. Special coaching classes are conducted for the slow learners and their performance is

evaluated from time to time. Periodic Assessment provides Institutes with up to date information about what each student knows and can do so that teachers can target teaching to the learning needs of every child and helps to keep track on students for success.

1. The Institute offers several types of periodic assessment for grades in all the classes.
2. The Institute chooses the combination of assessments that meet their needs. They can also make their own assessments.
3. Students who have gaps in their learning because of frequent absences or attention issues are provided with remedial classes.

Some students who may not progress in remedial programmes they may have learning disability. Research based using proven teaching methods. Teach Step by Step without skipping over content. Conducted at the student pace. Offer regular reviews and practices exercises to re enforce learning and practice applying new knowledge.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

None of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

One of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1:20

2.2.4.1 - Number of mentors in the Institution

05

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The institution shows the use of student centric method in teaching learning to improve critical thinking creativity and problem solving skills among students . Case studies are provided and students are asked to prepare projects. Projects are done on various subjects for example biology, Physics, Chemistry, political science etc. Project methods are commonly used by the teachers as per the requirement. The project work gives larger scope to the students to remain active, Co operate and interact with each other and gain self confidence. Debate & Group discussion is used to develop creativity and helps in increasing knowledge and to make classroom interaction more effective. Lectures are given through PowerPoint presentation by the faculty members

Participative Learning Group discussions, small group exercises, assignments, allocation quizzes, case study projects etc are examples of participative learning. Participative learning encourage students to actively involve them in the learning process for example Google Classroom apps are used to teach some subjects, sometime WhatsApp groups are created for the students to discuss their issues with the teachers concerning their subjects and solve their problems.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

0

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	No File Uploaded

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

0

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	View File

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	http://gbttc.org/
Any other relevant information	View File

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

The college has a number of provisions that encourage and improve the effectiveness of faculty in teaching and mentoring students. The college's working atmosphere is conducive to the overall growth of both faculty and student. Mentor teachers are selected for their ability to model good teaching practices that respect diversity and build classroom environments that personal all students' personal, social and academic success. They are further enhanced by the addition of talks on such as multiculturalism, inclusiveness and most importantly, mentoring.

College has also introduced house system and teachers are guiding regularly to the students to participate in various activities like essay writing, speech competition, debate, group discussion and all.

Monthly performances of the students are evaluated by the committee of teachers and best house award is also given to the leading house.

Students are taking personal counseling from their respective mentor for overall development.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

<p>2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</p>	<p>One of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

Innovation in education encourages teachers and students to explore, research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. The thinking process that goes into it will help students develop their creativity and their problem solving skills.

Technology assists teachers in providing a more effective learning experience for the students. Schools must therefore strike a balance between technology-enabled and nature-based teaching to equip its students for a better tomorrow. While creativity has been noted as a significant skill across the life-span, reported that creativity is an essential skill for students to harvest in higher education as it has a direct link to the development of "content knowledge and skills in a culture infused at new levels by investigation. Creativity is a vital component of innovation and problem solving, driving some of the brightest ideas in science and the humanities. It is heralded as one of the most desirable attributes by employers, yet many courses leave students little room for creative exploration. This spotlight collection looks at how university faculty and staff can foster creativity for themselves and their

students.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based

Ten/All of the above

learning situations Exposure to Braille /Indian languages /Community engagement	
File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File
2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback	None of the above
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File
2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	One of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

Two of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

Two of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

Three of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

An internship is an idea that fit for an individual and employer. An internship is any carefully monitored, meaningful learning experience in which an individual has intentional professional goals and reflects actively on what he or she is accomplishing throughout the experience. The advantage of providing internship is the opportunity to select and develop your future talent. The Institution gets opportunity to evaluate and screen potential employees prior to making a full-time position offer which leads to financial savings. The Institute provide for an orientation program which aims at Ensuring the assignment of challenging projects and. tasks.

- Provide projects that complement academic programs.
- Provide adequate, reliable and regular supervision and mentoring. Prepares the interns about the concerns and challenges he or she faces seem to occur in a predictable order. Students are prepared to keep their morale high and trust in themselves.
- They are prepared for transition into professional from apprentice. Realization of good platform to demand more from self and assignment increase workload and responsibility.

Explaining them that the internship, even though it includes actual operations of the facilities of the employer, is similar to training, which would be given in an educational environment.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

100

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching
Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests
Organizing academic and cultural events
Maintaining documents Administrative responsibilities- experience/exposure
Preparation of progress reports**

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

- Gautam Buddha Teachers' Training College Hazaribag adopts effective monitoring mechanism during internship programme (B.Ed.) is conducted in various local college and Schools.
- One lessons per day during his practice teaching B.Ed.
- Teacher,s Educators (Preferably subject experts) from the college are detailed to check and approve the lessons plan beforehand. the student-teachers are allow to deliver the duly approved lessons plans.
- 65 to 70 percent of the lesson in B.Ed. department is observed by the faculty for B.Ed.
- Teachers to concerned Colleges and Schools also observe the lesson. The college and school teachers are encouraged to give suggestion for improvement.
- Teachers & educators note down remarks on the lesson plan book, thus on the spot feedback are provided to the students & teachers.
- More feedback comes in the from of discussion with observed which is done soon after the lesson is finished.
- Detailed feedback is also provided in the college collectively on susequent days.
- Remarks on the subsequent, discussion and observation based on self-reflection are tasked into considaration for bringing about improvement, the process of observations and feedback is comprehensive and continues.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File
2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	One of the above
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File
2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	One of the above
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	No File Uploaded
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File
2.5 - Teacher Profile and Quality	
2.5.1 - Number of fulltime teachers against sanctioned posts during the year	

16

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	View File

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

04

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	View File

2.5.3 - Number of teaching experience of full time teachers for the during the year

16

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

16

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

The structure of our educational system has undergone significant

changes over time. Teachers must show that they have the necessary skills to deal with changing times and developments in the field of education. Reflective: Social instructor, like a man, is a animal. His requirements are the same as those of any other living being. As a result, he must live a life of austerity and limitations. He must continually evaluate his conduct as an instructor and make appropriate adjustments to meet the demands of the moment.

student-centered Development is a professional term that refers to the development of students. Teachers must respond to changes on a regular basis in order to have the best learning environment for their students. In comparison to teachers, students live in a different setting. Only by reaching out to the mental level of the students can teachers cross this void.

Teachers are attending seminars, workshops and conferences regularly to keep themselves updated regularly.

A national seminar was also organized on National Educational Policy to aware about the recommendations of NEP-2020.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	View File

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

(I)

The Gautam Buddha Teachers' Training College is affiliated to V.B.U. Hazaribag and follows the Examination pattern of the university. VBU guidelines are strictly adhered to with respect to evaluation process. Internal Exams are conducted throughtout the year. The schedules of Internal assessments are communicated to students and faculty in the beginning of the semester through institute Academic Calendar which is prepared based on the University Academic Calendar.

Vinoba Bhave University and this Institution are following reforms that have been carried out effectively conducting (CIE).

- Scheduling of Internal Examination seating arrangements Rooms Invigilators listed before every Examination.
- Preparing the questions paper for the internal Examination.
- The prepared questions paper is carried out by the principal / Head of the Examination subject expert to ensure quality of the question paper.
- Prepared the students Attendance for the Examination. Internal Assessment has to be carried out within the time.
- After the Internal Exam the faculty evaluate and submits the marks, students doubt, Answer correction to the head of the Examination.
- Internal assessment is an integral part of the course and is compulsory for all students. It enables them to demonstrate the application of their skills and knowledge and to pursuer their personal Interests without the time.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

One of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

Internal evaluation is fully transparent. The Gautam Buddha Teachers' Training College Hazaribag has implemented the Vinoba Bhave University Guidelines. At the start of the semester, faculty members introduce students to different aspects of the assessment process that they will encounter during the semester. The university organizes internal evaluation test projects, and students are advised on advance. In each hall, two observers are assigned to ensure that formative assessments are conducted properly. Faculty members review the course within 15 days of the exam date. Internal Evaluation followed as written test on university pattern, assignments, and project works. The results of the students' internal evaluation assessments are posted on the students' notice board.

internal copy also showed to the students for their improvement after evaluating by the course teachers.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The Institution adheres to the University Academic Calendar and the

Action Plan prepared by the College on the basis of the former. The continuous Internal Evaluation is assessed at two levels by the Institution,

1. Institution Level
2. University Level

Institution Level:

The College with respect to the University guidelines and the Action Plan prepared holds the Theory Internal Tests for the Students for 40 and 80 Marks respectively. This further is followed with the format of given by the Parent University for the respective Courses. The Practical Exams; Internals are held by the College and the Externals are held under the scrutiny of the External Examiner appointed from the University.

University Level

The College has the Exam Center status and it facilitates assistance to the further Post- Exam related Student grievances regarding, Errors in Marks or corrections in Marks Card and issues relating to Revaluation, Recounting and Photocopy of the Answer Sheet that a student may encounter. The Convocation Forms, Notification, Processing and submission was earlier carried by the College.

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

Programme outcomes - The Institute's PLOs achieve following:

- To develop competences among student teachers, to select and use appropriate assessment strategies for facilitating learning.
- To anticipate what the students will gain from an educational experience.
- To track their progress and know where they stand. Know in advance how they will be assessed.
- To learn from and make changes to curriculum to improve student learning.
- To advice the students what is expected from them.
- To access how the outcomes of a single course align with larger outcomes for an entire program.
- To be able to interact with children from diverse social,

economic and diverse backgrounds.

- To enable student teachers to acquire necessary competences for organizing learning experiences.
- To build skills and abilities of communication, reflection, art, aesthetics and Self experience.
- To develop understanding about teaching, School management and community involvement.
- To develop teachers who are professionally equipped with skills of competences for changing technological needs and global concerns.
- To facilitate children's learning and development and to know their Problems and rights.
- To facilitate acquisition of knowledge and skills by the students in different curricular areas.
- To develop the requisite understanding through his or her own observation, experimentation, and reflection.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Student Progress Monitoring is a practice that helps teachers use student performance data to continually evaluate the effectiveness of the teaching and make more informed instructional decisions. Teachers use progress monitoring to make students learn more and to become more aware of their own performance. When teachers Keep tracking of their students progress they are better able to identify

students in need of additional or different forms of instructions for students to achieve better. Our college monitor student learning to provide some answer to the questions as to how the students prepare to meet the challenges of the future, how they are able to analyze, reason and communicate their ideas effectively and whether they have the capacity to continue learning through out life. The teachers do classroom monitoring by Questioning students during classroom discussions to check their understanding of the material being taught. Conducting periodic reviews with students to confirm their grasp of learning material and identify gaps in their knowledge and understanding. Administering and correcting tests and recording scores. Reviewing student performance data collected and recorded and using these data to make needed adjustment in instruction. Setting high standards and then monitoring students work, the students effort and achievement increase. Holding students accountable for their work, and following through with rewards, facilitates learning and enhances achievement. Collecting, scoring and recording results of classwork and homework.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	No File Uploaded
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

100

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified

learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

The students have an opportunity to reflect on and demonstrate their thinking. By trying to identify their sources of evidence. The teacher better understands where their difficulties arise and can alter their teaching accordingly and lead the students towards better understanding of the concept. For example, a planning session about future projects related to teaching learning in which the students work in small groups on different topics. Issues lead to a discussion about the criteria for judging the work quality. This type of assessment discussion, which occurs before an activity even start as a powerful influence in how the students conduct themselves throughout the activity and what they learn. Teachers make professional judgments on student performance in every teaching and learning session undertaken, whether consciously or subconsciously. So that, using these professional Judgments and translating them into feedback on the quality of individuals work is the focus of assessment for learning. Assessment for learning and quality feedback has promoted increased student progress. Assessment of learning can detract from effective classroom practice and prevent feeding back assessment decisions to students on their performance with a view to improving their work.

File Description	Documents
Documentary evidence in respect to claim	No File Uploaded
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

0

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

Two of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

One of the above

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

0

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	View File

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

00

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

2

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

90

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

03

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

85

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

The Gautam Buddha Teachers' Training College is affiliated with Vinoba Bhave University, Hazaribag and our NSS activities are supervised by the univeristy's NSS coordinator. We have one NSS unit at this college, which is led by a program officer and is responsible for executing NSS activities during the year. NSS Activities play an important role in transforming students into responsible people. Various programmes are organized through the NSS to raise awareness about health care, cleanliness, energy conservation, environmental protection, and social equality, among the adopted village namely Tumba, Every year, the NSS conducts various programmes to aware the community outside the college.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

0

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

0

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

0

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The institution facilitates for sports and games. It has adequate facilities for sports, games, gym, yoga Centre and cultural activities. In order to implement the plans and achieve desired goal, the Institute has created adequate infrastructure in terms of art, computer labs ,library, language lab, faculty rooms and classrooms seminar halls with audio visual facility. The campus has Internet facility. The campus has well equipped playground, gym. it also has facilities like Xerox facilities in the campus. At the beginning of the academic year need assessment for replacement up gradation addition of the existing infrastructure is carried out based on the suggestions from heads of the Department ,lab technicians and system administration after reviewing course requirements computer student ratio ,budget constraints, working condition of the existing equipment and also students grievances. Committee plans for all requirements regarding classrooms, laboratories, furniture and other equipments.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

16

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://gbttc.org/ncte-b-ed.php
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

4321217.28

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

An integrated library system, also known as a library management system, is an enterprise resource planning system for a library used to track items owned, orders made, bills paid, and patrons who have borrowed. The college has Central Library and one Department library. The room for reading is well furnished and can easily accommodate students at a time. The library plays a central role in enhancing the quality of Academic and research environment in Educational institution. There is a huge collection of academic books, journals, magazines, biography, novel, fiction and research projects, rare books, other knowledgeable books, and newspapers in the Institute Library. The books are made available to the students to increase the knowledge and understanding on various subjects. The College Library is an important hub of student life, where the student can check books, conduct their research, find a quiet place

to study and maybe even flip through magazine. The Institute library exhibits positive impact on the Academic achievement of the student. Students can perform better during examination and placement as students are explored to the knowledge to various means.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://gbttc.org/lms/panel/dashboard
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The institute currently remote access to library resources. Students & staff are using Digital Library resource and mobile application. The institute is focusing to have its own ebook platform for students and teachers as well.

The library is automated with Integrated Library Management Software. The various housekeeping activities of the library, such as data entry issue and return of renewal of books, member logins etc are done from the software. The books are being bar coded and the users are given unique barcode ID. The library is provided with Wi Fi facility.

Student membership is open and library card and ID card is issued. Circulation of books, journals, question Paper, Research Project, CD, newspaper and other Exam books.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

One of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

53629

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

40

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	NIL
Any other relevant information	No File Uploaded

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

One of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The Institute has a Wi-Fi facility in the college campus for the student and faculty members to avail Internet connection at any place in the college. IT facilities are well developed, adequate number of computers with printers, scanners and high speed Internet are available in office examination section, computer room, store and library. Free Wi-Fi facility is provided to the students in the institution. They can access Internet facility through their mobile

phones, tablet or laptop in the college campus. All the departments have LCD projectors, overhead projectors, printers and scanners. The computers and printers of all the department's have software installed in them and the hardware is also maintained from time to time. The entire campus is monitored by CCTV facility. The CCTV installed at strategic places help monitor the campus activities. Information about upcoming events is available on the website. This information includes a time and date along with details about the event.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

1:4

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	NIL
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	NIL
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

29104145

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Yes, there is an established system and procedures for maintaining and utilizing physical, academic and support facilities, viz., Library, Sports Ground, Computers, Class rooms etc. In this regard, there is an Infrastructure Development Committee (IDC) which is composed of the Top Management and few Senior Teachers. From time to time, this committee sits together and plans out new construction activities in the institution as well as decides on maintenance and renovation activities of the institution. Inputs are sought from the institution's official contractor and the necessary budget allocation for existing and new construction activities are decided upon in such meetings. After that, the decisions of the IDC are put

before the Governing Body of the College for Final Approval.

File Description	Documents
Appropriate link(s) on the institutional website	www.gbttc.org
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

One/Two of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	D. Any 1 of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	One of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	No File Uploaded
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
0	0

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

0

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

10

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The Students' Council members are elected by the students through a system of secret ballot to uphold fair and democratic practices, under the vigilance of Student Council Teachers. Teachers' Day, Fresher's Welcome, Students Farewell and College Annual day are organized exclusively by the Students' Council. Departmental academic programmes like Memorial Workshop, seminars and webinars are organized by the Students' Council with the guidance of the teachers. Council members play active role in College Annual function, College Sports and during new admission. Inputs and suggestions are sought from Students' Council members when organizing student related events. Council acts as a liaison between teachers and students as well as between college administration, various committees and students to facilitate easy flow of information. The Students representation is also there in various committees like Library Advisory Committee,

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

5.3.2 - Number of sports and cultural events organized at the institution during the year

30

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Maintaining good relationships with Alumni over time is crucial to the success of higher ed institutions. Alumni serve many valuable roles, such as helping to build and grow an institution's brand through word-of-mouth marketing. For instance, positive posts on social media can create buzz and increase application rates.

Colleges also rely on alumni to provide mentoring, internships, and career opportunities to students. These are just a few of the reasons why alumni are important to the success of higher institutions, which are becoming more accountable for job placement rates. Alumni bring in needed revenue through donations, attendance

at sports events, etc., which can help institutions weather the “perfect storm” of financial issues that many currently face. During the recession, state governments cut subsidies for higher education, and instead of returning funding to previous levels when the recovery started, they continued to make more cuts. In addition, low birth rates among Gen Z and low unemployment from a strong economy mean that fewer students overall apply to college. In effect, colleges and universities need to view students as lifelong commitments that do not end at graduation. Alumni are resources that can provide meaningful and mutually beneficial relationships over time.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

One/Two of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

5.4.3 - Number of meetings of Alumni Association held during the year

02

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Gautam Buddha Teachers' Training College has rich number of Alumni members and they are supporting the institution in various ways Alumni members are promoting and helping the youngster in the Admission process, During meetings it was decided to conduct the sessions through Alumni Association Alumni members are sharing job opportunities in the whatsapp group to get placement for their juniors. The Alumni Association assists in the formation of networking relationships with are students.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Our College Vision, Mission, Values and objectives. Vision

"Building competent creative and committed nation Builders for the future" Gautam Buddha Teachers' Training College Hazaribag is driven to provide excellent educational opportunities that are responsive to the needs of our students and empowers them to meet and exceeds challenges and provide special care and attention to girls,

marginalized and minority section of the society and very interior part of chotanagpur as active participants. Our college focuses on innovation and creative approaches and continue to serve dedication in the field of education to meet the changing needs of society.

Mission The mission of our institution is to provide platform to the student for inoculation of knowledge, skills and abilities with academic development to create wisdom and encourage self learning. Self evaluation and also to create abundant opportunities for cultural activities to be successful in this competitive world as a good teacher.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

Decentralization of administration ensures to have free and independent thinking among faculty. Principal along with faculty members decide about the calendar of events, subject distribution, course plans, lesson plans schedules, extracurricular and curricular activities. accountable for the smooth functioning and completion of syllabus, internal assessments, student seminars, university examination and all other regular academic activities. This facilitates to grow and foster academic leadership among the faculty members. Our quality policy is "to pursue standards of excellence in all the areas of teaching, learning, research, services offered and administration". It has been developed by IQAC based on the objectives set up by the institution for achieving excellence in all the areas of working. The drive towards excellence is instilled among staff members and students by reiterating its importance time and again and has resulted in offering high quality services to our stakeholders. Standardizing routine procedures, conducting regular interactive meetings at all levels and periodical checks through audits and compliances have ensured adherence to our quality policy.

Our quality policy is reviewed by IQAC, taking into consideration the feedback received from the stakeholders. We have a Perspective Plan which is reviewed every 5 years and the aspects.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Gautam Buddha Teachers' Training College Hazaribag maintains complete transparency in its financial, academic, administrative and auxiliary functions by clearly defining its vision, mission, objectives and procedures and disseminating them at all levels. Proper procedures are strictly followed according to Govt. norms. The annual academic plan, is prepared in advance, communicated and displayed by the respective bodies. The details of various activities are regularly reported to concerned bodies and committees and records and minutes of the meetings maintained meticulously. Transparency in Academic Functioning Maa Vindhyavashini College of Education strictly adheres to the academic calendar that details the various activities in advance. Admission notifications are made through newspapers and on its website. Admission forms are processed online, with all the relevant details explained in the prospectus and also on the website

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

One of the strategic plan of the institution for the year 2023-24 is to apply for V B U (Affiliation). In this regard, the IQAC and the Professor had a series of meetings among themselves as well with the

Management. Various faculty members have given their opinions and suggestions in this regard. Inputs and suggestions were also solicited from the top management. The top management from their personal and professional contacts gave the IQAC, the information as to the process of ISO recognition. Basing on that information, the IQAC prepared the necessary paper work submitted to the designated office for its processing.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://gbttc.org/naac.php
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

At the apex in the organizational structure is the Secretary. The Secretary proposes the major policy decisions and action plans to the Governing Body. The Governing Body then deliberates and discuss upon the Board's decision which is usually arrived by consensus to the faculty and other stakeholders of the institution for the necessary feedback. Taking the feedbacks into account, the top management given an opportunity to every stakeholder of institution to participate in the decision making process of the institution. Internal Organizational Structure are Governing Body, Secretary, Principal, Academic Department Administrative Department. Faculties Teaching Staff Office Assistant Heads of Departments The Heads of Departments ensure that the plans communicated to them by the Principal are implemented systematically. Committees for cocurricular activities are formed at the beginning of the year and are assigned the tasks according to the institutional plans, for the curricular activities that enhance overall development of students. Administrative Committees [Examinations, Scholarships, Purchase, Discipline, Sports, Admissions, Library, etc.] For the smooth conduct of all administrative activities according to requirements of academic bodies and government rules, there are committees headed by senior faculty to guide the function.

File Description	Documents
Link to organogram on the institutional website	www.gbttc.org
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Governing Body decided to form the following Committees for smooth conducting of Academic and Administrative works, which will be strengthen the students' activities and develop the knowledge of the students. Anti Ragging Committee, Internal Complaint Committee, Grievance Redressal Committee, Committee for SC/ST, Library Committee, Examination Committee, Sports committee, R & D Committee, Transport Committee, College Academic committee, Women's Grievance Committee, Canteen Committee, Discipline committee, Strength: for their social improvement. Gautam Buddha Teachers' Training College has got very good physical infrastructure with well-equipped laboratories, computing facilities with networking, web based information system, Wi-Fi campus and committed faculty members who are young, dynamic and quality conscious. In-house placement and training programs, career guidance from 3rd years onwards help

students in getting good placements in various Schools. Gautam Buddha Teachers' Training College willingness to recognize weaknesses and make improvement for atmosphere of success for students, faculty and staff is its uniqueness. Weakness: Teaching Faculty are possessing research experience.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Institute organizes workshop, FDPs, seminars and conference throughout the year. Best faculty award has been initiated comprising prize. Also, on festive occasions, meals with nutrition value are prepaid by the nutritionist.

Many welfare schemes are available for teaching and non-teaching staff such as Employment Provident Fund, Gratuity, Casual Leave, Maternity Leave, Basic Medical Aid,

special bonus for lower grades during festivals, residential facilities for Peon and Gate Keepers.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

04

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

04

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

In the college, the performance of the teaching and non-teaching staff is measured against factors like subject knowledge, quality and quantity of output, initiative, leadership abilities, behaviour, supervision, dependability, co-operation, judgement and versatility. The assessment is confined to past as well as potential performance also.

These factors are appropriately captured through informal performance test and observation and through Annual Confidential Records. In the informal performance test the teachers are examined on the basis of their knowledge and skills. The other method is preparation of a report in the form of Annual Confidential Report (ACR) which record ratings with respect to the following items like attendance, self-expression, team work, leadership, initiative, technical and reasoning ability, originality and resourcefulness. Feedback to the assesses is given only incase of adverse entry.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	No File Uploaded
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The institution has a mechanism of internal audit. The internal audit is conducted by a CA appointed by the Management who is responsible for the entire internal audit.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Effective use of available resources is ensured through proper system. The budget is prepared on yearly basis by the Accounts Department. The institution has adequate budgetary provisions for academic and administrative activities. First of all demand in writing is submitted by respective Principal. The Principal scrutinizes the demands and grants permission to invite quotations. The administrative staff of the college submits the Statement of Expenditures incurred on a monthly basis. For proper utilization of the funds, we have monitoring committees for purchase and maintenance. For effective monitoring and efficient use of grants

provided by the UGC for construction, the Building Committee scrutinizes and sanctions the proposed projects. There is a complete transparency in the policies of allocation and utilization of funds.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The Five contribution IQAC has contributed significantly for institutionalizing the quality assurance strategies and processes are -

1. Organized Seminar on women empowerment .
2. Organized national Seminar on NEP-2020
3. Organized three days workshop.
4. It is designet to faster a culture of creativity, Innovation and quality improvement.
5. This also discusses and responds to suggestions recived in a varity of ways, including verbal, written and suggetion.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

To continuously review the teaching-learning process, regular departmental meetings are held. Reports of the outcomes in such meetings are communicated to the Principal for appraisal.

Principal, Vice-Principal along with the Examination Committee monitors the performance for the various departments regarding the examination results.

Examination Committee prepares the class routine at the beginning of every academic year in compliance with the credit point given by the University, a week before.

Class representatives bring it to the notice of the Principal if any difficulty is encountered by them in the Teaching-Learning aspect.

Regarding the outcome from such reviews, considerable improvements can be seen in the Teaching-Learning aspect.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

05

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed

All of the above

and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://gbttc.org/assets/naac/IIQA-Registration.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://gbttc.org/naac.php
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Gautam Buddha Teachers' Training College reviews its teaching learning process, operations and learning outcomes. The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The academic calendar is prepared in advance, displayed and circulated at the institute and is strictly adhered to. Admission to B.Ed. Programs, summer, winter and mid-term holidays, examination schedules and results are announced in the academic calendar. All newly admitted students are compulsorily involved in orientation programs, in which they have philosophy, specificity of education system, teaching learning process, system of continuous assessment, compulsory core curriculum, various

cultural activities, discipline and culture of the institution. All students are also given a guided tour of the campus and various facilities. Students are made aware of time table, program structure, syllabus of courses before the semester starts. Class committees are held regularly to seek feedback with students and appropriate steps are taken for the teaching-learning process. The approach of IQAC has always focused on the process of learner centered teaching learning and it has formulated policy to evaluate and evaluate it from time to time. Accordingly, the IQAC complies with teaching, learning activities and reviews, and modifies after taking suggestions. To see the learning outcomes, the IQAC periodically reviews the teaching process and suggests gradual and regular expansion, upgrades and addition of expected materials, equipment, infrastructure and more.

File Description	Documents
Relevant documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

Meeting the rising energy demand and limiting its environmental impact are the two intertwined issues faced in the 21st century. Jharkhand Government have been engaged in developing regulations and related policies to encourage environment friendly renewable energy generation along with conservation strategies and technological innovations. It is important to develop sustainable energy policies and provide relevant and suitable policy recommendations for end-users. So that our college Management decided to use of alternate sources of energy solar plate for power requirements.

The Institution strives to empower today's' women and uphold universal moral and social values along with a number of other visions. This year too, the Institution has worked and achieved some milestones as a part of their social outreach activities. The four social outreach units have worked in coordination to try and touch lives in different strata of the society.

This institutional distinctiveness of ours contribution to women empowerment and human resources amalgamation, leading to national development because in the absence of higher educational institutions denying admissions to average and below average students, naturally the girl students drop out rate will increase in higher education, which in the long run they will contribute to be a supportive hand in women's development and empowerment.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

This institution takes all measures required to guarantee that the grounds are free of plastic things and different squanders that harms the earth. All rooms in our college are provided with dustbins for dry waste which are emptied every evening. Segregation of waste from the dustbins is done in other vital areas, thereby ensuring that the college is green and clean.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

Four of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	Three of the above										
<table border="1"> <thead> <tr> <th data-bbox="76 398 550 465">File Description</th> <th data-bbox="550 398 1476 465">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 465 550 607">Income Expenditure statement highlighting the specific components</td> <td data-bbox="550 465 1476 607">View File</td> </tr> <tr> <td data-bbox="76 607 550 712">Documentary evidence in support of the claim</td> <td data-bbox="550 607 1476 712">View File</td> </tr> <tr> <td data-bbox="76 712 550 779">Geo-tagged photographs</td> <td data-bbox="550 712 1476 779">View File</td> </tr> <tr> <td data-bbox="76 779 550 840">Any other relevant information</td> <td data-bbox="550 779 1476 840">View File</td> </tr> </tbody> </table>	File Description	Documents	Income Expenditure statement highlighting the specific components	View File	Documentary evidence in support of the claim	View File	Geo-tagged photographs	View File	Any other relevant information	View File	
File Description	Documents										
Income Expenditure statement highlighting the specific components	View File										
Documentary evidence in support of the claim	View File										
Geo-tagged photographs	View File										
Any other relevant information	View File										
<p>7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words</p>											
<p>Cleanliness is a habit that should be naturally followed by each students and institutions as well as. A clean and healthy institution is very essential and important for the environment progress and growth of the nation. The government of India introduced a "Swachh Bharat Mission or Clean India Campaign on 2nd October 2014.Our college follows its regularly . Proper hygiene and sanitation prevent the spread of diseases and infections so it is very essential for each student.</p>											
<table border="1"> <thead> <tr> <th data-bbox="76 1417 550 1485">File Description</th> <th data-bbox="550 1417 1476 1485">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1485 550 1585">Documents and/or photographs in support of the claim</td> <td data-bbox="550 1485 1476 1585">View File</td> </tr> <tr> <td data-bbox="76 1585 550 1653">Any other relevant information</td> <td data-bbox="550 1585 1476 1653">View File</td> </tr> </tbody> </table>	File Description	Documents	Documents and/or photographs in support of the claim	View File	Any other relevant information	View File					
File Description	Documents										
Documents and/or photographs in support of the claim	View File										
Any other relevant information	View File										
7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	Three of the above										

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

28365

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Institution put forth efforts leveraging local environment, locational knowledge and resources. The main idea of the Institution undertaken is to utilize the results to provide true feedback of the present state of implementation of all developmental schemes in the rural areas. The observations made during the study are to provide inputs to help in bringing about changes in the formulation / reformulation / modification of existing implemented programmes for rural development. To assess the impact of these various important schemes / programmes.

- To assess problems, constraints in the effective implementation.
- To gauge the general opinion of the people towards these

schemes / programmes of the Government of India.

- To assess the adequacy of these schemes in solving and providing solutions to problems of rural development.
- To suggest strategies and policies that would enable Government of India to increase the pace of rural development.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

C. Any 2 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

Two Institutional best practices as per NAAC format.

1. Single use plastic free campus.
2. Use of LED bulb only in the entire campus.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

one of the distinctiveness related to visions of the institution is to prepare students as educationally fitted with demands of global trends in the field of Teachers education. Our institution gives platforms to learn new technologies, tools to learn language, Cultures and Communication skills we prepare smart teachers who can be digitally sound, project-based learning innovative ideas new information and keeps them learning new ideas and thought fit globally.

Similarly, our institution is committed to prepare a band of teachers who could be adventurous in their profession. They should bridge a long gap between privileged and unprivileged class. They should prepare such a society and nation where all communities are brought under main stream of the country as well as internationally recognized.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File